



Event Guide

Pavilion ELT Live! Challenges and change in ELT

Date: 22nd June 2019

Location: Ort House Conference Centre
126 Albert Street, Camden Town, London NW1 7NE

From the home of

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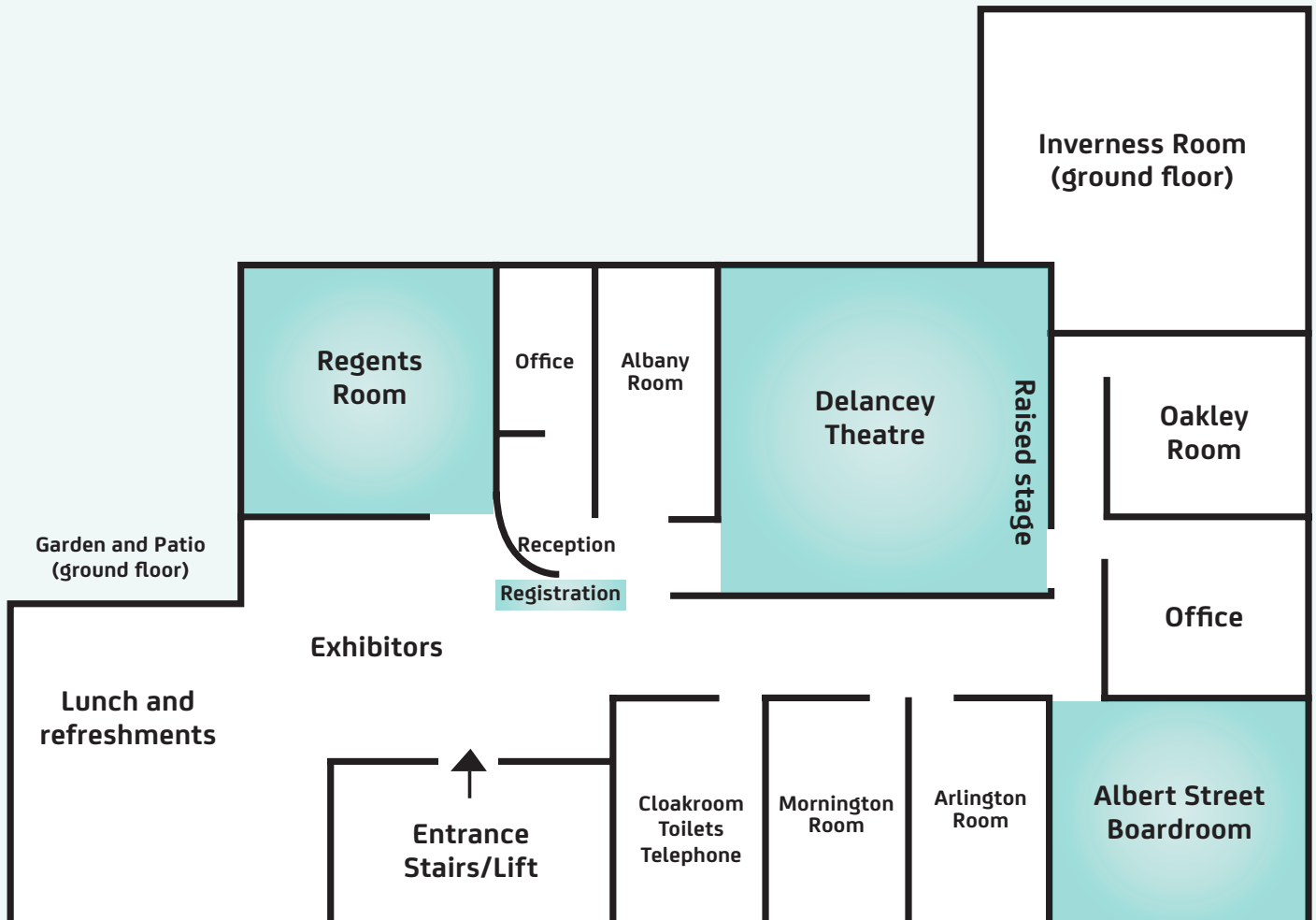
Teaching English



Pavilion ELT Live! Challenges and change in ELT



Floorplan



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Event programme

**09:00 Registration and coffee
(Exhibitor area)**

**09:30 Opening speech and welcome
(Delancey Theatre)**

**09:45 The Solution Room
(Delancey Theatre)**

*An interactive session of participation,
peer learning and targeted problem solving*

10:50 Parallel session 1

- 1. Becoming a Teacher-Researcher,
Chris Farrell (Regents Room)*
- 2. Ten rule breaks to teach vocabulary
to the many not the few,
Fiona Mauchline (Delancey Theatre)*
- 3. Letting the Students Choose,
Kate Smook (Albert Street Boardroom)*

11:20 Coffee break

**11:50 Fact or myth? Using the brain in
ELT practice (Delancey Theatre)**

An interactive plenary, Carol Lethaby

12:40 Lunch

**13:30 Break the Mould! Adapting and
Innovating in the Face of Change
(Delancey Theatre)**

A disruptive plenary, Jacqueline Kassteen

14:25 Parallel session 2

- 1. Ten steps to CPD success,
Fiona Dunlop & Keith Harding
(Regents Room)*
- 2. Interrogating the 'standard' rules of teaching:
a) Why teaching skills means teaching
nothing, Hugh Dellar (Delancey Theatre)
b) Why the grammar syllabus at low
levels makes no sense, Andrew Walkley
(Delancey Theatre)*
- 3. Teaching interpersonal skills for better
communication, Chia Suan Chong
(Albert Street Boardroom)*

15:15 Coffee break

15:45 Parallel session 3

- 1. Materials: from ideas to reality and beyond,
Susan Holden (Regents Room)*
- 2. Putting the human centre stage in the classroom,
Mark Almond (Delancey Theatre)*
- 3. 21st century skills. Have we been doing
them right all along?, Christopher Graham
(Albert Street Boardroom)*

16:20 On the mic (Delancey Theatre)

*Mini closing plenaries with audience
participation*

16:50 Drinks reception (Exhibitor area)

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Session information

Becoming a Teacher-Researcher

Theme: **Experiential professional development**

Speaker: **Chris Farrell**

This talk will look at some of the first steps a teacher can take towards becoming a teacher-researcher. We will look at the role of reflective inquiry and how this can be structured both by individual teachers and the institution. We will also look at the role of creating a clear structure in lessons through the use of learning outcomes, success criteria, and different assessment techniques, in order to better frame the evidence gathering from your lesson. This session is designed to appeal to teachers interested in learning more about their own teaching, or getting involved in action research.

Ten rule breaks to teach vocabulary to the many not the few

Theme: **Debunking the myths**

Speaker: **Fiona Mauchline**

When looking at vocabulary teaching, training courses and teacher development tend to focus on lexical forms, rules, and effective but generic methodology. Don't translate; Drills and 'listen & repeat' are ineffective; Use coloured images and so on. But truly effective vocabulary teaching also needs to be inclusive, and consider the diverse spectrum of students you might have in the room. In this participative session, we'll bend the 'rules' a little to look at 10 tips for maximising vocabulary learning with multilingual students, students with hearing or sight impairment, colour-blind, and dyslexic students. Because one-size doesn't fit all.

Letting the Students Choose

Theme: **At the chalkface (what works in practice)**

Speaker: **Kate Smook**

The standard pattern of English language summer schools for teenagers is English lessons in the morning and the 'fun' activities in the afternoon. For teachers this can mean that keeping students engaged and motivated can be a challenge. This presentation will give you the chance to explore the potential benefits of letting students choose when and how they study English through the introduction of a flexible student-centred timetable.

Fact or myth? Using the brain in ELT practice

Theme: **Debunking the myths**

Speaker: **Carol Lethaby**

This interactive plenary will consider some common beliefs about the brain and language teaching that neuroscientists consider to be 'neuromyths'. There may be some surprises! We look at how common misconceptions about the brain and how it works may be affecting classroom practice and student learning. Using teaching examples, it will be argued that the latest neuroscientific research can help teachers: firstly, to recognize and avoid classroom practices based on mistaken ideas about how we learn; and secondly, to apply recent findings about the brain in order to enhance and validate good teaching practice.



Break the Mould! Adapting and Innovating in the Face of Change

Theme: **Debunking the myths**

Speaker: **Jacqueline Kassteen**

In our afternoon plenary, Jacqueline shares tips, techniques and various strategies you can use to overcome the challenges of today and position your brand for growth in 2020 and beyond. You'll see compelling examples of brands (from both within and beyond our industry) that restructured their business, introduced new products or services, changed the student experience, and used powerful marketing methods – all as a response to their changing environment and as a way to stand out in a competitive market. This inspiring plenary will spark new ideas to help attendees break away from a traditional mentality and apply a new way of thinking to their brand, educational offering, marketing, and relationships with students, partners, staff, and academics.

Ten steps to CPD success

Theme: **Experiential professional development**

Speakers: **Fiona Dunlop and Keith Harding**

When it comes to professional development are you a gong-gatherer, a guru-groupie, a lone star, a team-player or just a brick? There are many different ways of developing in ELT. In this workshop you will explore some of them together and discuss the contexts in which they can flourish and the support systems required to make CPD successful, sustainable and satisfying for all.

Why teaching skills means teaching nothing

Theme: **Debunking the myths**

Speaker: **Hugh Dellar**

The idea of that English-language teachers should be attempting to teach receptive skills is both widely accepted and deeply embedded in our profession. However, research offers little in support of the concept of skills training – and neither classroom experience nor students' own needs add any further weight to the idea that skills are useful, teachable or even possible to define. In this short talk, I'll be arguing that we need to re-consider the purpose of listening and reading texts in the classroom and re-connect so-called skills-based lessons to language teaching.

Why the grammar syllabus at low levels makes no sense

Theme: **Debunking the myth**

Speaker: **Andrew Walkley**

The syllabus at beginner and elementary levels is incredibly standardised across different global general English coursebooks. In this talk I will explain why that is, the principles that underlie the syllabus and why both those principles and the syllabus should be challenged and changed. I will very briefly give some examples from my teaching and writing that point to an alternative approach.



Teaching interpersonal skills for better communication

Theme: **At the chalkface (what works in practice)**

Speaker: **Chia Suan Chong**

Have you ever met the kind of student who might have excellent grammar and vocabulary but simply can't communicate well? Perhaps they're not good at building rapport, struggle with disagreement or find teamwork difficult. While many coursebooks offer functional language for disagreeing or starting conversations, what they don't address, however, is the communication skills they need. How much do they know about their communication style? How do they persuade and influence people? How do they break the ice at a first meeting? This workshop explores how we can help students reflect and become better at communicating in English.

Materials: from ideas to reality – and beyond

Theme: **Experiential professional development**

Speaker: **Susan Holden**

Most teachers use some form of materials: their own, adapted, or provided by a publisher. And yet the ways in which those materials come about, how they are influenced and shaped, and how the original idea may be adapted and modified during the creative and productive processes, are often little known.

Using practical examples and your own experiences, this workshop will discuss the role of colleagues and editors – as well as market forces – in materials development, as well as exploring ways in which materials evaluation can form part of training programmes.

Putting the human centre stage in the classroom

Theme: **Debunking the myths**

Speaker: **Mark Almond**

This practical workshop will look beyond mainstream language teaching methodology and enquire how and why teachers can apply a number of principles found in certain other practices and theories and adopt a more multi-disciplinary approach in the classroom. These areas include: Flow Theory (Csikszentmihalyi), Politeness and Face Theory (Brown and Levinson; Goffman) and Neuro Linguistic Programming (Grinder). Through a range of theatre-based activities, we will then consider how educators working in any sector can practically apply these to the art of teaching, thereby helping them to improve classroom climate, group dynamics, teacher presence and rapport.

21st century skills. Have we been doing them right all along?

Theme: **At the chalkface (what works in practice)**

Speaker: **Christopher Graham**

21st century skills are increasingly appearing in ELT course books and syllabuses around the world, in some cases to the concern of the teachers that need to deliver them. In this talk we will explore how 21st century skills can be developed and supported not only by teaching them through integration with the language work, but also by putting them into practice through our classroom methodology. And that will help us feel better about the role of 21st century skills in our classes.

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Meet the speakers

Mark Almond

Mark is a Senior Lecturer in the School of Language Studies and Applied Linguistics at Canterbury Christ Church University, where he teaches on various Applied Linguistics and language teacher training programmes. His main areas of interest are in the use of drama in language teaching and performance-related skills for effective and affective teaching to maximise socio-psychological harmony in the classroom. His book *Teaching English with Drama* was published in 2005 by Pavilion Publishing, and his second book *Putting the Human Centre Stage: Practical Theatre Techniques to Develop Teacher Presence, Rapport and a Positive Classroom Community* is being published by Pavilion Publishing for July 2019.



Hugh Dellar

Hugh Dellar has over twenty-five years' experience in the field and is the co-founder of Lexical Lab. He has co-authored two five-level General English series, *Outcomes* and *Innovations*, both published by National Geographic Learning, as well as one level of the high-school series *Perspectives*. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016.



Fiona Dunlop

Fiona has over 30 years' worldwide experience in ELT, including such areas as Teacher Training, Business and Soft Skills Training and Academic Management. She holds an MA in Psychology and an English UK/Trinity Diploma in ELT Management. She spent several years working in Egypt and Brazil before returning to London in 1997. She has written articles for ELT publications, delivered webinars for British Council and contributed to the development of a British Council CPD handbook for teachers and managers.

Fiona is co-author of *ETpedia Management*, being published by Pavilion Publishing for June 2019.



Chris Farrell

Chris Farrell is Head of Teacher Development for Centre of English Studies UK and Ireland. He holds an MA and a DELTA and is a lecturer/supervisor on 3rd level courses in both UCD and TCD. He is a Committee member with IATEFL TDSIG and EAP in Ireland and regularly speaks at international conferences on behalf of CES and EAQUALS.





Christopher Graham

Christopher Graham works as a freelance teacher trainer and author. One of his main interests is working with teachers from conflict and post-conflict environments. He is contributing editor of *21st Century Skills in the ELT Classroom – A Guide for Teachers* and author of *Training the Trainer – A Resource Book for ELT Professionals*, both being published by Garnet Education this year.



Keith Harding

Keith Harding has worked as a teacher, teacher trainer, director of studies and principal in the UK and the US. He has written a number of ELT coursebooks and has run courses in ELT management in Europe, the Middle East and South America. He is also an inspector for the British Council and a London Blue Badge Tourist Guide.

Keith is a co-author of *ETpedia Management*, being published by Pavilion Publishing for June 2019.



Susan Holden

Susan Holden has a long and varied experience as a teacher, teacher trainer, magazine editor, publisher and author. She is now based in Scotland, where she runs a small publishing and materials development company.



Jacqueline Kassteen

Jacqueline Kassteen has nearly 20 years of international marketing experience and regularly gives training sessions, masterclasses and plenaries around the world. Via Jackfruit Marketing, Jackie leads as a consultant and project manager helping others with branding, marketing techniques, social media, alumni engagement, recruitment agencies, product development, analysis and research. Jackie also runs the free resource FruitFame.com, the only platform dedicated to success stories in marketing, recruitment, enrolment and retention in international education.



Carol Lethaby

Carol Lethaby lives in San Francisco, California where she is part-time assistant professor on the New School New York online MA in TESOL and honoured instructor on the UC Berkeley Extension teaching certificate in TESL/TEFL. She has authored several textbook series for learners and is a frequent presenter at international conferences.



Fiona Mauchline

Fiona is a trainer and author who is now based in the UK after teaching in Spain for 28 years. She has written several courses for secondary, including *Dive In!* (Delta, 2019) and is a co-author of *ETpedia Vocabulary*, being published by Pavilion Publishing in June 2019. She is also the co-founder of EVE: Equal Voices in ELT and editor of the IATEFL TDSIG ebulletin.





Kate Smook

After a career in nursing and health service management, Kate moved into ELT teaching in 2007. She has worked in China, Russia, Poland and the UK and has been full time Director of Studies for Millfield Enterprises since 2018. Her main interests are teaching teens teacher development. Kate is passionate about sharing ideas and learning from others in the profession.



Chia Suan Chong

Chia Suan Chong is a writer, teacher trainer, and communication skills trainer. The author of *Successful International Communication*, Chia has been the resident blogger of *English Teaching professional* since 2012 and also writes the 'Not Only But Also' column for the magazine. After ten years of teaching and teacher training at IH London, Chia now works from her base in York, writing and delivering training online and around the world.



Andrew Walkley

Andrew Walkley has twenty-five years' experience in ELT and is co-founder of Lexical Lab which provides ELT materials, training and a Summer School in London. With Hugh Dellar, he's co-authored two General English series, *Outcomes and Innovations* (National Geographic Learning), and levels in the series *Perspectives* (NGL) and *Roadmap* (Pearson). They've also written the methodology book, *Teaching Lexically* (Delta Publishing)



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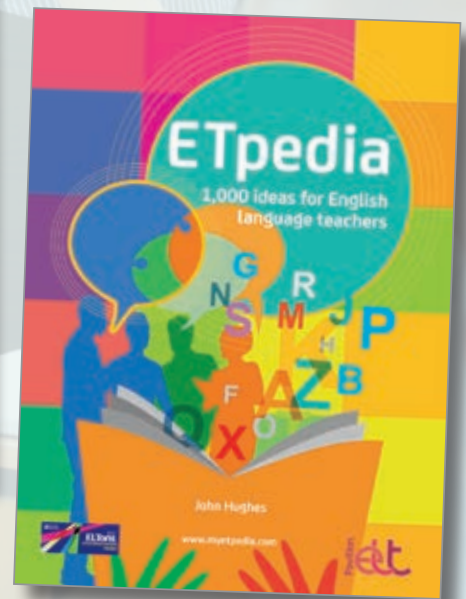
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